

Problem Solving / Critical Thinking Rubric

Criteria	3 Exemplary	2 Developing	1 Emerging
Summarizing the problem, question or issue	The student clearly identifies the problem or challenge in addition to all relevant aspects of the larger issue.	The student identifies aspects of the problem though some aspects are incorrect or inaccurate. Some key details may be missing.	The student does not identify the problem correctly and/or is not able to identify the issues connected to the problem.
Considering the context and related assumptions	The student is able to analyze the context and related assumptions connected to the problem including the scope of the issue, potential impact if unsolved and the audience affected by the problem.	The student is able to analyze the context and related assumptions connected to the problem in a limited manner. They may have trouble determining the scope of the issues and potential impact.	The student cannot identify the context and assumptions related to the problem.
Identifies and communicates a position or hypothesis	The student can identify and communicate a unique position or hypothesis in connection to the problem drawing support from information gathered. They can identify contrary viewpoints and are able to justify their thinking.	The student can identify and communicate a partial position or hypothesis in connection to the problem, drawing support from limited information. Their position or viewpoint may lack clarity and they cannot identify opposing viewpoints clearly.	The student cannot take a unique position and cannot communicate a hypothesis connected to the issue or problem.
Analyzing data and evidence	The student is able to analyze and evaluate evidence and is able to determine the accuracy, level of importance and relevance of evidence while noting any biases.	Evidence and analysis of data is incomplete. The student may have difficulty discerning fact from opinion and may not recognize biases.	The student fails to analyze the data and does not show evidence of discerning fact from opinion. Biases go unrecognized.
Synthesizing and assessing conclusions	The student is able to synthesize, assess, and discuss conclusions in a coherent and logical progression. Identified conclusions relate back to the original position or hypothesis and sufficient data/evidence are used to support.	The student is able to synthesize, assess and discuss conclusions. Conclusions may not be coherent and/or may not be presented in a logical progression. Identified conclusions relate back to the original position or hypothesis. Limited data/evidence are used to support.	The student does not synthesize or assess the data accurately and does not support conclusions with data or evidence.
Communicating findings	The findings are clearly and effectively communicated. Errors in content or process are minimal. The organization represents a logical progression of information and a consistent format is used. Sources are cited and used correctly.	The findings are effectively communicated. Errors in content or process are evident. Findings are organized, but may not be presented in a logical progression. Most sources are cited and used correctly.	The findings are not clearly communicated and information lacks organization and clarity. A consistent format is not used and few sources are cited.